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ABSTRACT

Representative titles from the 59 articles published in this yearbook include: "Becoming a Nation of Readers: Reactions from the Media" (L. H. Ringler); "Extracting Important Information from Text" (J. P. Williams); "The Effects of Reading Instruction on the Restructuring Process" (C. J. Gordon and B. J. Rennie); "Prior Knowledge Activation in Refutation and Non-Refutation Text" (C. R. Hynd and D. E. Alvermann); "Retelling: A Strategy for Reading Instruction and Assessment" (L. M. Morrow and others); "A Test of Three Positions Posed to Explain the Relation between Word Knowledge and Comprehension" (D. G. O'Brien); "The Effect of Vocabulary Instruction on Interpreting Metaphor" (J. E. Readence and others); "Predictions and the Limiting Effects of Prequestions" (T. Shanahan); "Spelling Ability and Reading Fluency" (J. Zutell and T. Rasinski); "Discussion Versus Recitation in the Secondary Classroom" (D. E. Alvermann); "Teacher Beliefs as Instructional Influences" (C. K. Kinzer and D. A. Carrick); "Influences on Teachers' Decision-Making in Selecting Reading Textbooks" (D. A. Powell); "Factors Which Enhance or Inhibit Complex Teacher Change" (L. Roehler and J. Putnam); "Teachers' Verbal Behaviors: A Window to the Teaching Process" (N. D. Padak); "Inferences: A Window to Comprehension" (B. C. Wilkerson); "A Conference Approach to the Development of Metacognitive Strategies" (C. Braun and others); "Literacy as a Collaborative Experience: The Role of Intertextuality" (K. G. Short); "Detection of Inconsistencies by Reflective and Impulsive Seventh-Grade Readers" (S. A. Stahl and others); "The Relationships between Measures of Concept of Written Word" (M. W. Johnson and others); "Parent-Child Reading Interactions: The Importance of Nonverbal Behavior" (C. P. Panofsky); "The Concept of Word in Young Children: Tacit and Explicit Awareness of Children at Different Operational Levels" (B. R. Spencer); "The Effects of Different Audiences on Young Writers' Letter Writing" (M. E. Greenlee and others); "Originality and Imitation in the Work and Consciousness of an Adolescent Writer" (L. W. Phelps and S. Mano); "Students and Their Writing: Perceptions, Motivations, and Behaviors" (T. V. Rasinski and D. E. DeFord); "When Main Idea Identification Fails" (V. C. Hare and

L. G. Chesla); "Investigating Visual Displays in Basal Reading Textbooks" (A. G. Crismore and B. M. Hunter); "Inconsiderate Text and the Second-Grade Reader" (J. E. Zack and G. N. Osako); "Comprehension Strategies of Non-Proficient College Readers" (E. Block); "Reader Response in the College Developmental Classroom" (C. R. Hynd and others); "Tracing the Roots of Textbook-Study Systems: An Extended Historical Perspective" (N. A. Stahl and W. A. Henk); and "The Role of the Reading Researcher in Public Schools: Researcher as Outsider" (P. Shannon). (MS)

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